**Field Experience Journal Theme #3**

Brent and I co-taught two periods of 9th grade U.S. history on Monday 11/21/2011. Both the third and fourth period classes were part of the 9th Grade Academy. Their regular teacher, Mr. Fuller, has been out for the past week and a half, so we were working with a substitute, Mr. Idso. We encountered behavioral issues in both classes, but fourth period was the most challenging.

Our instructions from Mr. Fuller were to have the students read a three page article on the French and Indian War and the subsequent Sugar Act and Stamp Act. We were supposed to stop the students periodically and ask questions. Mr. Idso instructed us to do this after every page. When we were done with the article we were supposed to watch 10-20 minutes of a video, but due to disruptive students we ran short of time. Mr. Idso gave four fourth hour students minor referrals for being disrespectful.

During the discussions we tried to engage students with the more graphic aspects of the article which included bedbugs, scalping, and smallpox. Mr. Idso read the description of smallpox from the Mayo Clinic’s website. We called on students who raised their hand to answer questions and also students who did not seem to be paying attention.

The only assessment we used was the formative assessment of questioning and having the class discussion. Judging from their answers, it seemed like some students were not doing the reading. The majority of students did participate in the discussion, and hopefully the discussion served to clarify the reading. Perhaps some of the students would have paid closer attention if there had been a quiz or some other type of graded assessment to hold them accountable. It is possible that having them read to themselves was not the most engaging activity, but they still should have shown us the same respect they show Mr. Fuller.

We tried using Mr. Fuller’s “face front” to get the class under control. We instructed students to wait quietly if they finished the page before their peers and to raise their hands if they wanted to contribute to the discussion. Otherwise they were supposed to listen to the discussion. Fourth hour had the most problems with this. There were four students that were being the most disruptive, and while we were dealing with them other students started talking. We only had three to four minutes left at the end of fourth period, so there was no time for the video. We had about ten minutes left at the end of third period, but Mr. Idso wanted to save the video for Tuesday. Mr. Idso wrote up four of the fourth period students. We did not assign bell work. Instead we allowed the students to talk quietly at Mr. Idso’s instruction.

Mr. Idso said that we did a very good job, but it was still kind of a discouraging day. It was definitely the most challenging of all of my teaching experiences. Mr. Idso said that we would not find a tougher audience than what we dealt with and that it is not usually that hard. Mr. Idso gave feedback on Brent and me to Mr. Fuller.